Pupil premium strategy statement 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Haslam Park Primary School
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Kati-Anne Roughley
Pupil premium lead	Peter Marriott
Governor / Trustee lead	Sam Walsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,825
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£267,155

Part A: Pupil premium strategy plan

Statement of intent

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When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.

Achieving These Objectives

The range of provision is as follows:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress

• All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations. • Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations • Transition from primary to secondary and transition internally and into EYFS • Additional learning support. • Pay(partially) for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom. • Support the funding of specialist learning software • To allow the children to learn a musical instrument • Behaviour and nurture support during lunchtimes by providing activities to engage and promote Haslam Park values and thus enhance learning. This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Weak Language and Communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	More frequent behaviour difficulties.
4	Attendance and Punctuality issues.
5	Chaotic family lives and Social Service involvement

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing
Progress in Maths	Achieve above national average progress scores in KS2 Maths

Phonics	Achieve above national average expected standard in PSC
Attainment in EYFS	Achieve national average GLD in EYFS
Attainment in KS1	Achieve national average attainment scores in R,W,M
Other	Ensure attendance of disadvantaged pupils is 98%(L.A.average)

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £210,765

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish smaller KS1 and lower KS2 class sizes supplemented by small group interventions for disadvantaged pupils falling behind age-related expectations in Reading, staffed by senior members of teaching staff. £205,456	Reducing class sizes has a positive effect (+2mths of progress). This allows the teacher to have higher quality interactions with pupils, and allows the quality and quantity of feedback to be much improved(+6mths of progress)	1, 2
Working with thinking matters to embed strong knowledge of metacognition and the science of learning £2,000	The impact of metacognition and self-regulation is high (+7mth of progress). The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.	1, 2
Work with the maths hub .Purchase textbooks to embed Teaching of Mastery across all year groups £1,800.	Mastery approach aims to ensure all pupils have mastered key concepts before moving on to the next topic (+5 moths of progress)	1, 2
Early reading and phonics £1,500	Phonics has a positive impact overall (+5moths progress) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds	1, 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription services for children to access online learning. Education City TT Rock Stars Spelling Shed Literacy Shed £1,600	An estimated 370,000 disadvantaged children are benefitting from Times Tables Rock Stars. The most recent speed data on more than 327,000 children shows that on average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it.	1, 2, 3
Speech and language and WELCOMM Speech and language therapist: £7,100	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.	1, 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32,157

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Officer £25,597	This role is important for pupils and families to resolve issues of poor attendance. They overcome barriers to learning to help parents support their children's learning.	3, 4, 5
Magic Breakfast £5,000	Food deprivation is high at Haslam Park. Having food from Magic breakfast and Manchester United foundation helped enormously through lockdown. Research shows hungry children do not perform as well.	3, 4, 5
Forest Schools £1,560	Forest School can increase a child's confidence and self-esteem through exploration, problem solving, and being encouraged to learn how to assess and take appropriate risks depending on their environment. ... This motivation can have a positive impact on attitude to learning in school	1, 2, 3, 4, 5
Parent Partnership	Research has shown good parental in-volvement can lead to improved aca-	3, 4, 5

	demic achievement, improved attendance, improved behaviour and improved mental health	

Total budgeted cost: £251,622

Next review date: July 2022

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

See below

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Mental-wellbeing through sport	Ed-start
X Tables Rockstars	TT Rockstars
Speech and Language Therapists	Bolton Council
Data analysis	Aspire
Behaviour and Nurture Support	Education Services

Review of 2020-2021

Pupil Premium Strategy evaluation 2020/2021			
i. Quality of teaching for all			
Action and cost	**Intended outcome**	**Estimated impact**	**Lessons Learned**
The consolidation of a Maths Mastery Scheme of work "Power Maths" and the associated training and support for all teaching staff. £1,400 books/ training/ assessment materials £1050 for subscription to Power Maths Platform	**To close the gap between pp and non pp children in Maths.**	**% at ARE R: 76% Yr1: 41% Yr2: 38% Yr3: 38% Yr4: 65% Yr5: 70% Yr6: 48% Once again teaching was interrupted due to covid. Ks2 data much better than Ks1- children becoming more confident in power maths materials**	**Power maths will be used again. However, teachers can use other resources and adapt power maths when necessary. NFER termly test to be used for assessment**
Continuation of Teaching assistant weekly training Level 3 and Level 4 £3,500	**To better equip teaching assistants to meet the needs of all pupils, especially pp children.**	**TAs felt the courses run were interesting and of great help. Observations of the TAs were positive. The programme was not completed due to the pandemic**	**TAs will now have formal appraisal linked to appropriate targets**
EYFS intervention (Overstaffing in EYFS) Additional teacher x 3 days a week £24,719 Specific intervention: Speech and language and WELCOMM Speech and language therapist: £7,100	**To ensure that pp and non pp children achieve in one with one another and to close the gap between school and National data.**	**The overall score in all areas was 2.1 compared to national score of 1.9 (+0.2) 56.8% good level of development compared to national 58.2% (-1.4%)**	**This approach will be kept.**

Continuation of Reading Comprehension, with daily whole class comprehension taking place across school. **3 additional teachers to offer support to PP children as detailed below.** **Extending school time to facilitate a morning reading session for identified pupils** **£1,100**	**100% of pp children to achieve ARE by the end of the academic year.**	**% at ARE** **R: 80%** **Yr1: 55%** **Yr2: 29%** **Yr3: 35%** **Yr4: 52%** **Yr5: 78%** **Yr6: 62%**	**Continue with whole class reading comprehension- adapted to concentrate on specific domains at any one time**
Subscription services for children to access online learning. **Education City** **TT Rock Stars** **Spelling Shed** **Literacy Shed** **£1,600**	**100 of pp children to reach ARE by the end of the year.**	**These online learning platforms were invaluable during lockdown**	**This approach will be kept and used for homework.**
		Total budgeted cost	**£40,469**
ii. Targeted support			
Action	**Intended outcome**	**Estimated impact**	**Lessons Learned**

4x additional teachers to offer daily in class support and follow up intervention for targeted PP children using Power Maths Intervention materials and Phonics materials. **£103417.71**	**100% of pp children reach age related expectations by the end of the academic year**	**Although effected by the pandemic and some classes had to isolate more than others, pupils and teachers felt that learning was more contusive in smaller classes.**	**Over the last few years, smaller classes have been implemented in Years5/6. Intervention is needed much earlier to be more effective. Therefore, the smaller class approach is to be adopted in Years1, 2, 3 and 4.**
Additional teacher **(split yr5/6 into 4 classes rather than three)** **£42,191.25**	**100% of pp children reach age related expectations by the end of the academic year**	**Maths: Yr5: 70% Yr6: 62%** **Reading: Yr5: 78% Yr6: 48%** **Writing: Yr5:63% Yr6:81%**	**Deputy Head to teach 18 year 6 pupils reading, writing and maths to facilitate the smaller classes in the morning.**
A new approach to Reading Comprehension, with daily whole class comprehension taking place across school. **4 additional teachers to offer support to PP children as detailed above** **Extending school time to facilitate a morning reading session for identified pupils** **£1000**	**100% of pp children to achieve ARE by the end of the academic year.**	**% at ARE** **R: 80%** **Yr1: 55%** **Yr2: 29%** **Yr3: 35%** **Yr4: 52%** **Yr5: 78%** **Yr6: 62%**	**Continue with whole class reading comprehension- adapted to concentrate on specific domains at any one time**
Continuation of Oral language/ vocabulary intervention **Including Rising Stars** **£300**	**To ensure that all pupils, including pp children have access to a broad range of vocabulary which enables to them to achieve in line with National data at all of Key Stage Milestones.**		**This approach to be kept**
		Total budgeted cost	**£146,908.96**
iii. Other approaches			
Action	**Intended outcome**	**Estimated impact**	**Lessons Learned**

Outdoor pursuits residential (£6,000) for year six children	**Children become problem solvers and more self-confident. They will be able to reflect and improve their emotional intelligence.**	**Children that attended all felt their self-confidence had improved.**	**This approach will be**
Educational visits (£10,000)	**Children can enhance the learning in the classroom and their social, personal and emotional development.**	**We were unable to carry out as many visits as we had anticipated due to Covid 19.**	**Visits will still be encouraged and carried out at Haslam Park School. They will however, not be funded by pupil premium. It is felt the money is better place enhancing the forest school and developing self-regulation and metacognition.**
Breakfast club-including twice a week running club £5,000	**To ensure that all children have the opportunity to benefit from a safe, calm, morning session in which to eat a healthy breakfast whilst socialising with peers.**	**Children attending the breakfast club all ay they enjoy the experience and say it helps them have a better start to the day. Targeted children attending breakfast club have managed to reduce their negative behaviour in the morning lessons.**	**This approach will be continued.**
Forest School £1560 for salary to cover Forest school teacher	**Forest Schools offer a unique educational experience using the outdoor environment of the forest as a classroom.**	**Although this approach was not carried out for the entire year due to the pandemic, the children who were greatly enjoyed the experience. They all felt their confidence, independence and problem solving skills had improved.**	**This approach will be continued.**

Family Support Lead/Pastoral Attendance Officer £) 25,597	Liaising with other professionals both inside and outside of school on behalf of families Support families in finding out information about services, activities etc. Support families with form filling e.g. housing or benefits Support families who may be	This approach has been invaluable through the pandemic and has offered support and a good communication link to our most vulnerable families. A food/clothes bank has now been set up.	This approach will be continued.
		Total budgeted cost	£48,157
		Total cost 2020-2021	£235,534.96

1. Additional detail

Due to the Covid- 19 outbreak January 2020 onwards we have been unable to complete many of the cycles of action that we had planned. Consequentially, many of the elements of the 2019-2020 plan will carry forwards into 2020-2021.